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ABSTRACT

This final report provides a brief review of the plans, activities, and outcomes of the workshop. An outline of program performance on the Education Professions Development Act report form is followed by a narrative report with expanded comments on each of the outlined sections: accomplishments, major activities, problems, publicity activities, dissemination activities, progress on data collection, and evaluation plans and procedures. The workshop evaluation procedures are described with an analysis of the data and presentation of the results. The extent to which the objectives were achieved is briefly discussed. It was felt that the workshop identified important needs, began to formulate solutions, provided a forum for an exchange of ideas, and identified and utilized top leaders in the field. In the realization of the final report, the objective of developing a plan of action was achieved. The report also includes sample evaluation forms and a description of the 71 workshop participants. (NJ)

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Exhibit B

ED126306

WORKSHOP FOR
IMPROVING VOCATIONAL
EDUCATION IN
CORRECTIONAL INSTITUTIONS
COLUMBUS, OHIO
OCTOBER 28-31, 1975

FINAL
REPORT

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus Ohio 43210

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The material in this publication was funded by an Education Professional Development Act (EPDA), Part F, Section 553 Grant, administered through the Vocational Education Personnel Development Division, BOAE/USOE, Region V Office USOE, and the Division of Vocational Education of the Ohio State Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view do not, therefore, necessarily represent official BOAE, USOE, or State of Ohio position or policy.

Project funded under E.P.D.A., Part F, Section 553
by the Bureau of Occupational and Adult Education of
the United States Office of Education, and
the Ohio State Board for Vocational
Education

WORKSHOP FOR IMPROVING VOCATIONAL EDUCATION
IN CORRECTIONAL INSTITUTIONS:

FINAL REPORT

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Charles M. Whitson
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L. Sue Keith

The Center for Vocational Education
The Ohio State University
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Columbus, Ohio 43210

January 1976

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PROCEEDINGS OF THE WORKSHOP FOR IMPROVING VOCATIONAL
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EXHIBIT B. IMPROVING VOCATIONAL EDUCATION IN CORRECTIONS

The Program of Activities

EXHIBIT C. THE SUMMARY BROCHURE

INTRODUCTION TO THE FINAL REPORT

Although a more detailed analysis of the project and its outcomes can be found in the supporting documents of this report, this Final Report is intended to provide a brief review of plans, activities, and outcomes of the Workshop to Improve Vocational Education in Correctional Institutions. In the first portion of the report, an outline of program performance is presented on the EPDA report form GSA DC 75-2637. The following "Narrative Report" provides expanded comments on each of the outlined sections.

Three companion documents accompany this final report, and--in several instances--are referenced therein.

1. IMPROVING VOCATIONAL EDUCATION IN CORRECTIONS: PROCEEDINGS OF THE WORKSHOP FOR IMPROVING VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS is a report of the proceedings of the project. This proceedings document is the most complete source of information about the project.
2. IMPROVING VOCATIONAL EDUCATION IN CORRECTIONS, the program of activities for the Workshop to Improve Vocational Education in Correctional Institutions, describes daily activities during the workshop.
3. The summary brochure will be widely distributed to leaders and practitioners in correctional vocational education.

These companion documents, together with this report, comprise the final report of the Workshop to Improve Vocational Education in Correctional Institutions.

OUTLINE FOR PROGRAM PERFORMANCE REPORTS
ADULT, VOCATIONAL AND EDUCATION PROFESSIONS DEVELOPMENT ACT (EPDA) PROGRAMS

- | | |
|---|------------------------------|
| 1. PROJECT NO.:
OH-V-15 504-A-550013 | 2. GRANT NO.
G05-75-00045 |
|---|------------------------------|
3. TITLE OF PROJECT:
Workshop for Improving Vocational Education in Correctional Institutions
- | | |
|---|---|
| 4. GRANTEE ORGANIZATION: The Center
for Vocational Ed., Ohio State Univ. | 5. PROJECT DIRECTOR:
F. Patrick Cronin |
|---|---|
6. PERIOD COVERED: FROM July 1, 1975 TO January 31, 1976
7. ACCOMPLISHMENTS:
- (a) Identification of the most urgent needs and problems of correctional vocational educators
 - (b) Convening of key decision-makers to discuss improvements for correctional vocational education
 - (c) Development of a plan of action for improving correctional vocational education
8. MAJOR ACTIVITIES AND EVENTS:
- (a) Convening an expert planning committee to assist in identifying needs and problems of correctional vocational educators and in developing the Workshop agenda
 - (b) Conducting a national Workshop to achieve project objectives
9. PROBLEMS:
Financial limitations necessarily limited the Workshop audience to 71 participants. As a result, many qualified persons who asked to attend the Workshop had to be refused.
10. PUBLICITY ACTIVITIES:
Workshop awareness notes were published by such journals as the Manpower and Vocational Education Weekly, the Corrections Digest, the American Vocational Journal, the American Journal of Correction, the Ohio State Centergram, and the Higher Education Daily
11. DISSEMINATION ACTIVITIES:
Outcomes were released to interested publics by oral presentations, by written publication of the project proceedings, and by mass announcement of the proceedings' summary
12. PROGRESS ON DATA COLLECTION AND EVALUATION PLANS AND PROCEDURES:
Three data-gathering strategies were designed to identify the needs of vocational educators in corrections. These generally successful strategies are described in the Narrative, page 4. An in-house evaluation of this project was performed, independently of the project staff, by The Center's evaluation staff. See Narrative, page 20.
13. OTHER ACTIVITIES:

N/A
14. STAFF EMPLOYMENT AND UTILIZATION:

N/A
15. STAFF DEVELOPMENT:

N/A

16. PARTICIPANT CHARACTERISTICS:

- A. FOR ADULT EDUCATION TEACHER TRAINING (13.402) AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

N/A--See Statement of Participant Characteristics, Page 34.

- B. FOR ADULT EDUCATION SPECIAL PROJECTS (13.401) PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

N/A--See Statement of Participant Characteristics, Page 34.

THE NARRATIVE REPORT

In the following pages, synoptical responses to sections 7 through 12 of the Outline for Program Performance Reports are provided. References to more detailed discussions presented in the proceedings document (Exhibit A) are frequently made.

Section 7: Accomplishments During this Period

a. Identification of Needs and Problems

Three data-gathering steps were necessary to identify these needs and problems, a survey of leaders and practitioners, a survey of state agencies, and a review and synthesis of literature.

The Survey of Leaders and Practitioners was performed by telephone; 46 persons throughout the United States were asked (1) to describe the status of vocational education in corrections (as they perceived it), (2) to describe improvements which they felt needed to be implemented, and (3) to identify barriers which prevented or slowed the implementation of improvements. Their responses were categorized into five basic areas: instruction, professional development, local administration, state administration, and general concerns. Needs identified within these areas are enumerated in the proceedings document, page 5.

The Survey of State Agencies was conducted by mail; planning documents were requested from agencies of the Law Enforcement Assistance Administration, Comprehensive Employment Training Act planning agencies/CETA programs, and state departments of education.

Of the 51 LEAA state planning agencies contacted, 26 responded. Fifteen indicated a specific monetary commitment to correctional vocational education; eight SPAs made no specific monetary commitment, but they did mention vocational

education programs. Only three failed to mention projects in correctional vocational education.

Twenty-nine of the 51 CETA representatives responded to the informational request. Thirteen specifically listed correctional vocational education expenditures. While seven others did not have monies set aside, they indicated that projects for correctional vocational education had been developed. Nine of the 29 responses had no specific description of monies being spent for correctional vocational education.

Of the 51 state departments of education contacted, 33 responded with copies of their plans. While seven specifically described expenditures, 22 made no monetary commitment to corrections in their state plans. However, these 22 did mention programs in progress in their state. Only four of the state departments of education made no mention of vocational education in corrections.

Generally, the agencies responding revealed little specific commitment to correctional vocational education in state planning documents. These findings seemed to be confirmed by a survey of expenditures on vocational education for offenders conducted in July, 1975, by the Bureau of Occupational and Adult Education, U. S. Office of Education. This document, entitled "Survey of Funds Encumbered or Expended in Fiscal Year 1973 under the Vocational Education Act of 1963, as amended for Programs Serving Persons in Adult and Juvenile Correctional Institutions," reveals that 15 states spent no state and local vocational education funds in fiscal year 1973.

The Review and Synthesis of Literature, another effort to identify problems and issues of vocational education in correctional institutions, involved a review of documents and document abstracts from 1970 to early 1975

through the use of mechanized information systems. The following four information systems were used because of their high potential in this area: Educational Resources Information Center (ERIC), National Technical Information Service (NTIS), National Criminal Justice Reference Service (NCJRS), and Abstracts of Instructional Materials--Abstracts of Research Materials in Vocational Education (AIM/ARM). Two hundred and twenty-seven documents were selected for review from the 1,048 documents identified. The concerns expressed by the authors are presented in detail in the proceedings document, page 11; the bibliography is appended in the proceedings document.

b. Convening of Key Decision Makers

A major strategy for developing a viable plan of action was the participation of key decision makers in the fields of criminal justice and vocational education. A review of the list of participants and presenters is found in Appendix C of the proceedings document.

c. Development of Plan of Action

The final recommendations of the Workshop were categorized into four major divisions. The participants ranked the recommendations within each division.

Research:

1. Determine methods of assessing needs of incarcerated students for vocational and career education.
2. Assess alternative delivery systems for vocational education and evaluate their effectiveness.
3. Establish standards for programs and develop evaluative criteria.
4. Analyze sources of support for correctional vocational education and develop framework for inter-agency cooperation.

Personnel Development:

1. Develop a training model for instructors, including in-service and pre-service components, based upon a "student needs" approach.
2. Establish standards for teacher recruitment and selection.
3. Develop teacher education materials specifically for vocational instructors in corrections.
4. Develop a national public education program to develop and improve the public image of vocational education in correctional institutions.

Program Improvement:

1. Establish a national clearinghouse for correctional education that will provide information and resources for the improvement of education in corrections.
2. Establish accreditation standards and evaluation criteria consistent with free-world programs.
3. Assess relevance and applicability of available curriculum materials.
4. Develop a career education program for incarcerated.
5. Prepare student-centered models for program development.

Cooperation:

1. Develop and implement standards for use of community advisory committees for vocational education in corrections.
2. Establish national and state inter-agency councils/commissions for program review and evaluation.
3. Require regional, state, and local planning documents to specify commitments to vocational education in corrections.
4. Develop industry/education cooperative vocational training within the institutions.

5. Establish a national advisory task force to encourage community involvement in correctional vocational education.

Section 8: Major Activities and Events

a. Planning Committee Meeting--August 14-15, 1975

Members of this select committee were:

Lawrence M. Aber
Vocational Education Supervisor, Missouri Division of Corrections

Lowell A. Burkett
Executive Director, American Vocational Association

Sherman Day
Director, National Institute of Corrections

Donald A. Deppe
Education Administrator, Federal Bureau of Prisons

E. E. Hilfiker
Education Coordinator, Oregon State Correctional Institution

Elayn Hunt
Director, Louisiana Department of Corrections

Max L. Lerner
Vice Chancellor, Ohio Board of Regents

Ronald C. Tarlaian
Program Specialist, Bureau of Occupational and Adult Education

Alfonse F. Maresh
Director of Education, Minnesota Department of Corrections

Reginald Petty
Executive Director, National Advisory Council on Vocational Education

Anthony P. Travisono
Executive Director, American Correctional Association

Francis T. Tuttle
State Director of Vocational Education, Oklahoma Department of Education

Their roles during this project were:

1. to provide input into the identification of the concerns to be approached at the Workshop,

2. to assist in developing the Workshop agenda,
3. to identify potential personnel and material resources, and
4. to establish criteria for the selection of Workshop participants.

b. Workshop for Improving Vocational Education in Correctional Institutions

A group of selected leaders and practitioners in correctional vocational education met for four days in October, 1975, to discuss four general areas of concern which were identified by the Planning Committee. These four areas were emphasized in the summarized Workshop program which follows:

OPENING SESSION

Welcome to The Center

Robert E. Taylor, Director
The Center for Vocational Education

Workshop Evaluation

Carlene Tondryk, Resource Evaluator
The Center for Vocational Education

Welcome to the Buckeye State

Byrl R. Shoemaker, State Director
Division of Vocational Education
Ohio Department of Education

George F. Denton, Director
Department of Rehabilitation and Correction

William K. Willis, Director
Ohio Youth Commission

Greetings from Canada

John Braithwaite, Deputy Commissioner
Canadian Penitentiary Service
Past President, American
Correctional Association

KEYNOTE ADDRESS: "LEAA: Is There a Future for Vocational Education in Correctional Institutions Today?"

Ken Carpenter, Chief of Corrections
Office of Regional Operations
Law Enforcement Assistance Administration

WORK SESSION: TOPIC I

"How Do We Develop the Role of Vocational
Education in Corrections?"

Speaker Sherwood Dees, Assistant Superintendent
Vocational & Technical Education
Illinois Office of Education

Reactors Lane Murray, Superintendent
Windham School District
Texas Department of Corrections

Lowell Burkett, Executive Director
American Vocational Association

Small Group Discussion and Planning Session

Small Group Reports for Topic I

WORK SESSION: TOPIC II

"How Do We Meet the Needs of Students?"

Speakers William E. Monroe, Vocational Coordinator
Windham School District
Texas Department of Corrections
Huntsville, Texas

Euphesenia Foster, Coordinator
International Women's Year
Women Offender Activities
Department of Labor
Washington, D.C.

Reactors Sherman Day, Director
National Institute of Corrections
Washington, D.C.

Max Lerner, Vice Chancellor
Ohio Board of Regents
Columbus, Ohio

Ruth M. Glick, Director
National Study of Women's Correctional Programs
Berkeley, California

Small Group Discussion and Planning Session

Luncheon Address

"Redefining the Problem"

Speaker

Gary Weissman, Chief
Corrections Task Force
Office of Manpower Programs
U. S. Department of Labor
Washington, D.C.

Small Group Report for Topic II

WORK SESSION: TOPIC III

"How Do We Develop Realistic Programs?"

Speakers

Amos Reed, Administrator
Oregon Corrections Division
and
President, Association of State
Correctional Administrators
Salem, Oregon

Francis T. Tuttle
Director of Vocational Education
State Department of Education
Stillwater, Oklahoma
and
President, National Association of
State Directors of Vocational Education
Stillwater, Oklahoma

Reactors

Anthony P. Travisono
Executive Director
American Correctional Association
College Park, Maryland

Ralph Bregman, Assistant Director
EPDA
Division of Vocational Education
University of California, Los Angeles
Los Angeles, California

Euphesenia Foster, Coordinator
International Women's Year
Women Offender Activities
Department of Labor
Washington, D.C.

Small Group Discussion and Planning Session

Small Group Reports for Topic III

Luncheon Address

"The Conversion Process--From Tax Burden to Tax Payer"

Speaker

LeRoy Cornelson
Director of Planning
Bureau of Occupational & Adult Education
U. S. Office of Education
Washington, D.C.

WORK SESSION: TOPIC IV

"How Do We Develop Cooperative Approaches to Vocational Education in Corrections?"

Speakers

Byrl R. Shoemaker, State Director
Division of Vocational Education
Ohio Department of Education
Columbus, Ohio

Sylvia McCollum
Education Research Specialist
Federal Bureau of Prisons
Washington, D.C.

John Armore, Director
Ex-Offender Program
National Alliance of Businessmen
Washington, D.C.

Reactors

Tim Durkin, Coordinator
Offender Programs
Human Resources Development Institute
AFL-CIO
Washington, D.C.

Arlene Erlick
Indiana State Advisory Council
on Vocational Education
Indianapolis, Indiana

Small Group Discussion and Planning Session

Small Group Reports for Topic IV

CONCLUDING SESSION

Conference Summary, Development
of Priorities and Evaluation

Section 9: Problems

Financial Limitations

The costs for providing overall conference support--intra-city transportation and materials--to more than 70 Workshop participants were prohibitive. Consequently, conference participants had to be carefully selected to represent the necessary diverse populations. Since leaders nationwide in correctional vocational education were interested in attending this conference, over 100 qualified persons necessarily had to be refused. Unfortunately then, within financial constraints of the project budget, potentially meritorious contributors could not be invited.

Information Resource Limitations

To identify the needs and concerns of correctional vocational educators, secondary information in the form of articles, books, and other documents were to have been reviewed. Since complete documents were often not available, document abstracts frequently were used as source documents. While these abstracts were effective in reflecting the needs and concerns of correctional vocational educators, a more analytical review and synthesis of literature would require more complete information resources. Currently, no centralized sources of documents and instructional materials about vocational education in correctional institutions exist.

Section 10: Publicity Activities

Awareness announcements of the project were introduced into several professional journals and newsletters. Copies of these announcements follow:

National Workshop Set for Oct. 28-31

In an effort to clarify the role of vocational education in corrections, the U.S. office of Education has awarded a grant to the Center for Vocational Education, Ohio State University.

The project has been entitled "National Workshop for Improving Vocational Education in Correctional Institutions."

Major objectives of the workshop are to identify the most urgent needs and problems of correctional vocational educators and to develop a plan of action for the improvement of vocational education in the nation's prisons.

The national workshop is scheduled for October 28-31, 1975 at Columbus. It will bring together key-decision makers in the fields of criminal justice and vocational education for open discussion.

It is the first major effort to unite key leaders from divergent organizations in an effort to improve correctional vocational education.

A select planning committee convened August 14-15 at Louisville.

Members of the planning committee are: Lawrence M. Aber, Vocational Education Supervisor, Missouri Division of Corrections; Lowell A. Burkett, Executive Director, American Vocational Association; Sherman Day, Director, National Institute of Corrections; Donald A. Deppe, Education Administrator, Federal Bureau of Prisons; E.E. Hilfiker, Education Coordinator, Oregon State Correctional Institution; Elayn Hunt, Director, Louisiana Department of Corrections; Max L. Lerner, Vice Chancellor, Ohio Board of Regents; Sherrill D. McMillen, Chief, State Programs and Services Branch, Division of Vocational & Technical Education; Al F. Maresh, Director of Education, Minnesota Department of Corrections; Reginald Petty, Acting Executive Director, National Advisory Council on Vocational Education; Anthony P. Travisono, Executive Director, American Correctional Association; Francis T. Tuttle, State Director of Vocational Education, Oklahoma Department of Education. ■

American Journal of
Correction September-
October 1975, Vol. 37,
No. 5, p. 40.

AN ANNOUNCEMENT OF THE WORKSHOP FROM THE COPYRIGHTED
AMERICAN VOCATIONAL JOURNAL WAS REMOVED FROM
THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE
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CENTERGRAM

Volume X, No. 8

August, 1975

MEETING UNMET NEEDS: VOCATIONAL EDUCATION IN CORRECTIONS

There is a major emphasis being given to the importance of vocational education as an instrument in returning offenders to the community. Past efforts have been relatively isolated from the vocational education mainstream. In an effort to clarify the role of vocational education in corrections, the U.S. Office of Education has awarded to The Center a grant entitled National Workshop for Improving Vocational Education in Correctional Institutions. Two major objectives of this workshop are to identify the most urgent needs and problems of correctional vocational educators and to develop a plan of action for the improvement of vocational education in the nation's prisons.

ACTIONS AND ACTIVITIES FORTHCOMING

To accomplish these objectives, the staff plans several activities within the next few months. First, an extensive review and synthesis of literature concerning vocational education in corrections, prepared by The Center staff, will provide a fundamental source of information. Then, national leaders and practitioners within the fields of criminal justice and vocational education will be contacted to provide input on major needs and problems. Their contributions will provide a second source of information.

A select planning committee will convene in Louisville, Kentucky, on August 14-15 to identify the most urgent needs of correctional vocational educators. Also, this group will plan the format for the national workshop. Members of the planning committee are:

Lawrence M. Aber
Vocational Education Supervisor
Missouri Division of Corrections

Lowell A. Burkett
Executive Director
American Vocational Association

Sherman Day
Director
National Institute of Corrections

Donald A. Deppe
Education Administrator
Federal Bureau of Prisons

E. E. Hilfiker
Education Coordinator
Oregon State Correctional Institution

Elayne Hunt
Director
Louisiana Department of Corrections

Max L. Lerner
Vice Chancellor
Ohio Board of Regents

Sherrill D. McMillen, Chief
State Programs and Services Branch
Division of Vocational & Technical
Education

Al F. Maresh
Director of Education
Minnesota Department of Corrections

Reginald Petty
Acting Executive Director
National Advisory Council on Vocational
Education

Anthony P. Trivisono
Executive Director
American Correctional Association

Francis T. Tuttle
State Director of Vocational Education
Oklahoma Department of Education

NATIONAL WORKSHOP

The national workshop, scheduled for October 28-31, 1975, will bring key decision-makers in the fields of criminal justice and vocational education to Columbus, Ohio, for open discussion. These leaders will exchange perceptions about the state-of-the-art in vocational education in correctional institutions.

The documentation and dissemination of the workshop proceedings will contribute to a greater awareness and understanding of needs, problems, and solutions for vocational educators in correctional institutions.

Impact of the Project

This national workshop is the first effort to unite key leaders from divergent organizations in an effort to improve correctional vocational education. Participants in the workshop will develop a plan for action which will acknowledge the state-of-the-art, identify needs and problems with alternative solutions, specify potential resources, and make specific recommendations. The CVE staff expects to observe tangible benefits resulting from the planned activities of this project. The true impact of the workshop, however, cannot be validly measured until the recommended plans for action result in improved vocational education for criminal offenders.

Inquiries about the project should be directed to F. Patrick Cronin at The Center.

Centergram, August 1975, Vol. 10,
No. 8, The Center for Vocational
Education, The Ohio State University.

Corrections Digest,
September 3, 1975,
Vol. 6, No. 18, p. 10.

UPCOMING EVENTS

Oct. 28-31 *First National Workshop on Improving Vocational Education in Corrections*, sponsored by the U.S. Office of Education and the Center for Vocational Education of the Ohio State University. The prime purpose of the workshop is to develop a national awareness of the status of vocational education in prisons.

Key workshop planners include Anthony Trivisono, director of the American Correctional Association; Lowell Burkett, executive director of the American Vocational Association. More information may be obtained from Pat Cronin and Charles Whitson, The center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Tel: 614-486-3655.

NATIONAL WORKSHOP TO FOCUS ON JOB TRAINING FOR PRISONERS

Criminal

justice experts, vocational educators and businessmen will meet in Columbus, Ohio October 28-31 to develop ways to provide more and better job training for prison inmates.

Sponsored by Ohio State University's Center for Vocational Education, the workshop sessions will work toward a "state of the art" report on the status of prison voc-ed and a "national action plan" which will outline alternatives for improving the training programs. Project associate Charles Whitson said from 50 to 75 people will be invited to attend the workshop, which is being supported by a grant from the U. S. Office of Education. The grant is the first from OE to look into prison education programs, Whitson noted.

Too Little Information

A special planning committee met on August 14-15 in Louisville, Kentucky, to identify the most urgent problems faced by prison voc-ed programs. Included on the committee were members from the American Vocational Association, Federal Bureau of Prisons and a representative of the Ohio Board of Regents. What they found, Whitson said, was that statistical data about prison vocational programs is almost non-existent. Further, programs are hampered by the seeming inability of educators and manpower administrators to plan together. Finally, no standardized criteria exist to evaluate program effectiveness, he said. As a result, workshop participants will be looking at how the voc-ed role can be developed, how to meet inmates' training needs, how to make programs realistic and how to secure interagency cooperation. One expected outcome of the sessions will be a call for more research and data gathering, Whitson said.

Far Too Little

It is the data gap that is an overriding concern, Whitson added. Because no separate reporting system exists, states vary widely in the ways they gather statistics on prisoners. Whitson said many states lump prison inmates in with other "disadvantaged" groups when they report to the government what they have done with their voc-ed funds. Comprehensive Employment and Training Act prime sponsors also don't keep separate data on prisoners who have received job training, he noted.

For more information about the National Workshop for Improving Vocational Education in Correctional Institutions, write to project director F. Patrick Cronin, Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

Manpower and Vocational Education
Weekly, August 27, 1975, Vol. 6,
No. 35, p. 5.

"VFI--Information Bulletin of Vocational Foundation Incorporated," October 1975, Vol. 2, No. 2, p. 3.

A grant establishing a National Workshop for Improving Vocational Education in Correctional Institutions, announced in Centexgram 8/75 (Center for Vocational Educ., Ohio State Univ., 1960 Kenny Road, Columbus, OH 43210) will seek to identify the most urgent needs and problems of correctional vocational educators and to develop a plan of action for improving vocational education in national prisons. A national Workshop will be held October 28-31 in Columbus, Ohio. For information write F. Patrick Cronin.

An announcement which was not available to us was apparently published in the Higher Education Daily, on or about August 28, 1975.

Section 11: Dissemination Activities

Project outcomes are "packaged" in the following ways:

1. The comprehensive report of the project outcomes will be available to federal and state agencies with responsibilities for vocational education in correctional institutions, including individual correctional institutions and professional associations. This comprehensive report includes a "state-of-the-art" report of vocational education in correctional institutions. It identifies the needs and concerns of correctional vocational educators, and it presents a plan of action which recommends potential problem solutions.
2. A brief summary report (pamphlet form), highlighting the problems and their recommended solutions, will be available to various publics as requested.
3. A final report, detailing the activities conducted during the project and recommending future action, will be submitted to the U. S. Office of Education in compliance with the agreement for the EPDA, Part F, Section 553 grant.

To further disseminate the outcomes of the project, the staff will be preparing articles for the American Vocational Journal, the American Correctional Journal, and the Correctional Education Journal.

In addition, several of the project staff presented the outcomes of the project at the American Vocational Association annual meeting, Anaheim, California, in December, 1975.

Section 12: Progress on Data Collection and Evaluation Plans and Proceedings

a. Data Collection

The strategies designed to elicit the needs and concerns of vocational educators in corrections were successfully completed. The accomplishments resulting from these surveys are described in Section 7 of this narrative (see page 4).

b. Evaluation Plans and Procedures

The in-house evaluation of the project assessed

- (1) the workshop participants' reactions to the objectives and outcomes of the effort,
- (2) their attitudes toward possible use of the project products, and
- (3) their view of the workshop "process."

A verbatim report of the evaluation of the Workshop is contained in the remainder of this section. This evaluation was completed independently of the project staff by Carlene Tondryk from the Evaluation Division of The Center.

WORKSHOP EVALUATION PROCEDURES

In order for the workshop evaluation to be helpful to both project staff and sponsor, two evaluation strategies were employed. First, a daily evaluation form* (formative evaluation) was designed to help project staff make any necessary changes in the workshop as it progressed. This strategy would help the project staff make the workshop as useful to the participants as possible by getting daily feedback.

* All evaluation forms can be found in the Appendix.

The second strategy was to develop a final evaluation form (summative evaluation) which focused specifically on the workshop objectives. This form was administered to the participants on the last day of the workshop.

Constraints

Many of the participants who attended the workshop did not stay all four days. This led to some problems especially associated with the Final Evaluation Form. The number of participants who completed a Daily Evaluation Form varied each day. Thirty-four participants who were present the last day (out of approximately sixty-three who attended at one time or another) completed the Final Evaluation Form. Therefore, the data presented in this report does not necessarily represent the opinions of all of the participants.

DATA ANALYSIS AND RESULTS

Daily Evaluation

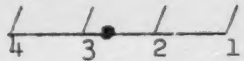
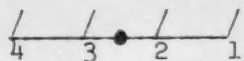
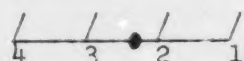
On a daily basis participants were asked to rate the usefulness of the proceedings (e.g., presentations, reactors, small group sessions) and to state what was of most interest to them and what changes could be made in the workshop to improve it. A Daily Evaluation Form was not administered Friday, October 31, because the participants were asked to complete the Final Evaluation Form on that day.

Participants rated each proceeding in terms of usefulness. The following scale was used to measure usefulness and the number beside each term denotes the weight each was given:

Very Useful - 4
Useful - 3
Somewhat Useful - 2
Not Useful - 1

A mean was calculated for each proceeding in terms of usefulness. The mean is based on the responses of those who completed the daily form.

Tuesday, October 28

<u>Proceeding</u>	<u>Mean</u>
	Very Useful Not Useful
1. First General Session: Overview of Workshop and Keynote Address	 Mean = 2.69
2. Topic I Presentation: "How Do We Develop the Role of Vocational Education in Corrections?"	 Mean = 2.50
3. Reactors to Presentation I	 Mean = 2.32
4. Small Group Workshop Session: Develop Strategies for Dealing with Topic I	 Mean = 3.00

Most of the participants enjoyed the opportunity to meet in small groups and develop goals and strategies to begin to solve some of the issues related to the role of vocational education in corrections. Because the participants came from diverse backgrounds, the first day of the workshop helped the participants get oriented and start at the same point. Many participants commented, however, that Tuesday's presentations should have

been more focused on the topic. Too much time was spent on introductions and "welcomes" and more time was needed addressing the role of vocational education in corrections.

Wednesday, October 29

Proceedings

Mean

Very
Useful

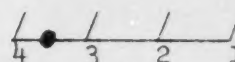
Not
Useful

1. Small Group Reports:
Presentation of Goals/
Strategies for Addressing
Topic I



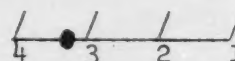
Mean = 2.93

2. Topic II Presentation:
"How Do We Meet the Needs
of Students"



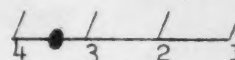
Mean = 3.51

3. Reactors to Topic II



Mean = 3.23

4. Small Group Workshop Sessions:
Develop Goals/Strategies for
Dealing with Topic II



Mean = 3.33

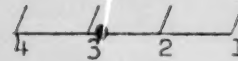
Proceedings

Mean

Very
Useful

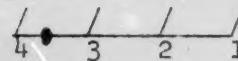
Not
Useful

5. Topic II Small
Group Reports



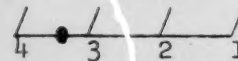
Mean = 2.82

6. Topic III Presentations:
"How Do We Develop Realistic
Programs?"



Mean = 3.51

7. Reactors to Topic III



Mean = 3.61

The participants felt that Wednesday was more productive than Tuesday. The speakers and reactors addressed the workshop topics and really gave direction to the small group sessions. Some participants commented that it would have been even more effective if the small groups had been mixed so that there would have been more sharing of ideas. Many participants also stated that a project staff person should have synthesized the small group reports instead of each group presenting a report. Having each small group present a report tended to be too repetitious because they arrived at basically the same goals and strategies.

Thursday, October 30

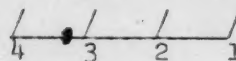
Proceedings

Mean

Very
Useful

Not
Useful

1. Small Group Workshop Sessions:
Develop Goals/Strategies
for Dealing with Topic III



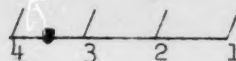
Mean = 3.29

2. Topic III Small Group Reports



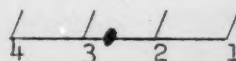
Mean = 2.97

3. Topic IV Presentation:
"How Do We Develop Cooperative
Approaches to Vocational
Education in Corrections?"



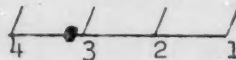
Mean = 3.54

4. Reactors to Topic IV



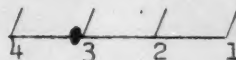
M
Mean = 2.77

5. Small Group Workshop
Sessions: Develop Goals/
Strategies for Dealing
with Topic IV



Mean = 3.21

6. Topic IV Small Group Reports



Mean = 3.03

Thursday the presentations and small group sessions seemed to highlight or bring the workshop to a peak. Some concrete and workable tactics emerged. Many participants, however, had left the workshop by the end of the day. Those participants who did stay were disturbed

by the dwindling numbers of people. Some participants said the workshop should have ended Thursday or else more breaks should have been arranged.

Final Evaluation

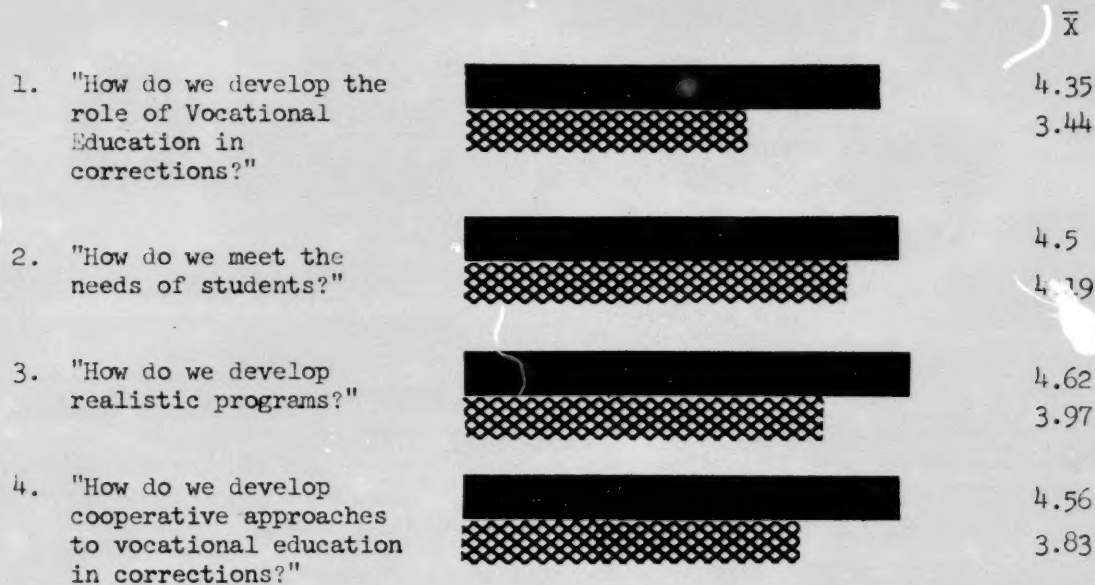
The Final Evaluation Form which was administered Friday, was divided into three sections: (1) workshop topics and small group reports, (2) participant involvement and (3) general information.* These sections were structured so as to assess the workshop objectives (see page 1 and 2 of this report).

1. A. Topics - A major focus of this workshop was to discuss important needs and problems in vocational education in correctional institutions. Following a phone survey and meetings of the workshop planning committee, the highest ranked problems in vocational education in correctional institutions were categorized into the four workshop topics. Presented in Figure 1 are the participants reactions to:
(1) Appropriateness of each topic and (2) adequacy of the presentation on each topic. Participants were asked to use a Strongly Agree - Strongly Disagree scale and rate each topic based on the criteria given.
1. B. Small Group Reports - The second focus of this workshop was to actually develop small group reports which identify some specific objectives and strategies for dealing with the needs/problems. The participants were asked if the small group reports resulted in practical and useful guidelines for dealing with the problems of vocational education in correctional institutions: (1) for them personally, (2) for other workshop participants, (3) for the field in general. Seventy-three percent of the participants who responded said the small reports were useful and practical for them. Sixty-eight percent of the participants said the small group reports were useful and practical for other workshop participants and the field in general.
2. Participant Involvement - A goal of the workshop was to bring together a diverse group of key individuals interested in bringing about positive change in vocational education in correctional institutions. It was hoped that many of these individuals would be directly involved in implementing some of the strategies discussed in the workshop. (See Figures 2 and 3)

* This instrument can be found in the Appendix.

Figure 1

Mean ($\bar{X}$) Overall Response to Workshop by Topic



*SD (1) D (2) ? (3) A (4) SA (5)

Key:

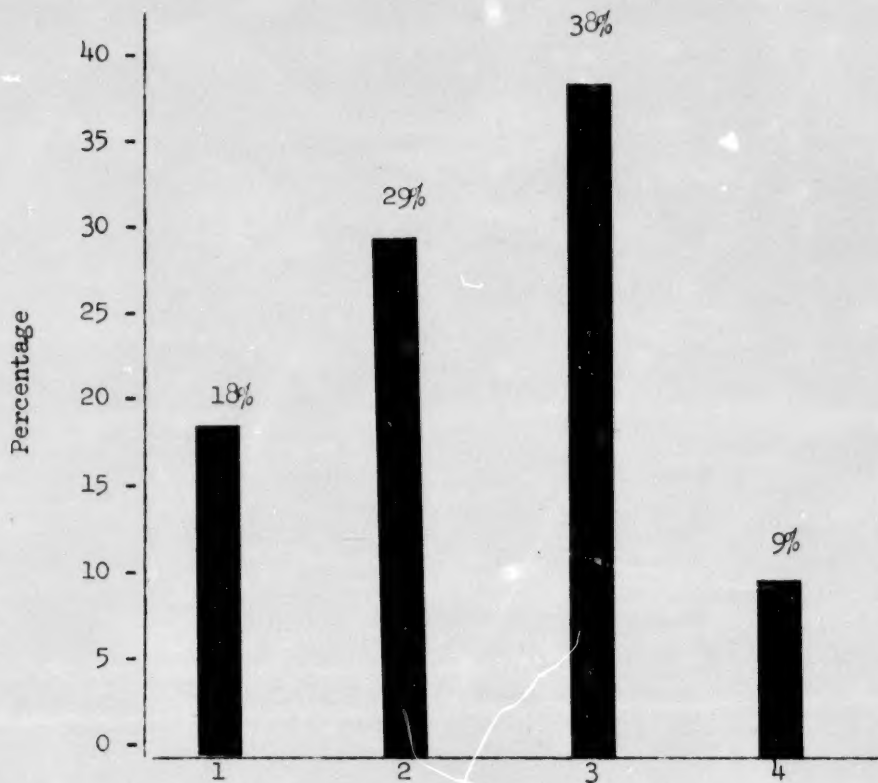
 Appropriateness of Topic - The topic was relevant and important.

 Adequacy of Presentation - The presentation for this topic provided sufficient background for developing objectives and strategies for solving the problem.

* SD - Strongly Disagree = 1
 D - Disagree = 2
 ? - Not Sure = 3
 A - Agree = 4
 SA - Strongly Agree = 5

Figure 2

2. A. Participants' Ability to Authorize and
Implement Changes Called for In Workshop



Key:

Category 1 - Can authorize and implement changes.

Category 2 - Can suggest changes and they will probably occur.

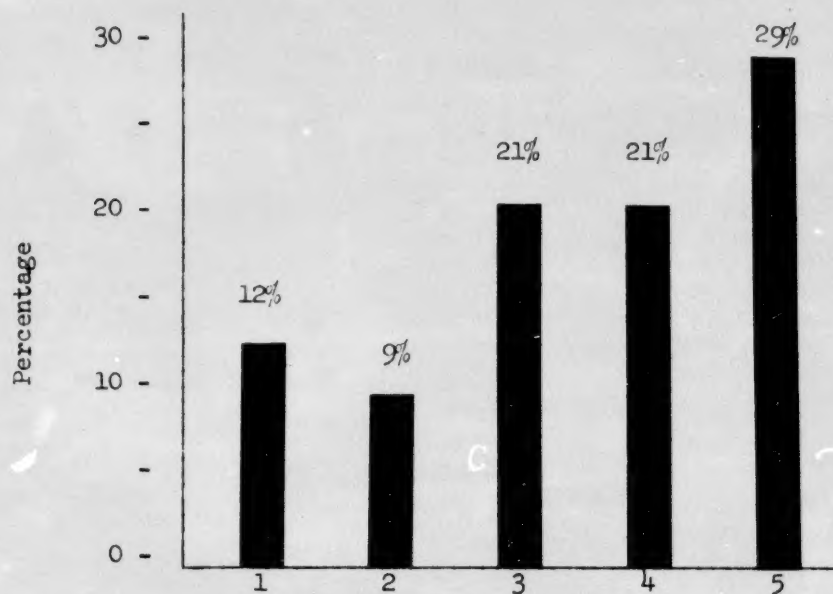
Category 3 - Can suggest changes but they might not occur.

Category 4 - Little control over such changes.

Six percent did not respond.

Figure 3

2. B. Participants' Perceptions of Proportion of People Attending Workshop Who Could Authorize and Implement Change



- 1 - All the participants can authorize and implement change.
- 2 - Two-thirds of the participants can authorize and implement change.
- 3 - One-half of the participants can authorize and implement change.
- 4 - One-third of the participants can authorize and implement change.
- 5 - Ten percent of the participants can authorize and implement change.

Nine percent of the participants did not respond.

3. A. General Information - Participants were asked to evaluate whether the workshop met objectives 2 and 3 (see page 1). The participants were asked to rate each criteria on a Strongly Agree - Strongly Disagree scale. The key below shows the weight each was given in calculating the overall participant mean ($\bar{X}$) for each criteria.

Strongly Agree	- 5
Agree	- 4
Not Sure	- 3
Disagree	- 2
Strongly Disagree	- 1

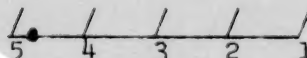
Workshop objectives provide a forum for exchange of ideas and emphasize participatory interaction.

Criteria:

Strongly
Agree

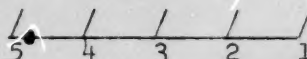
Strongly
Disagree

1. There was an opportunity for everyone to fully participate.



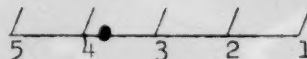
Mean = 4.68

2. Each of the small groups was given an equal opportunity to contribute to the workshop.



Mean = 4.71

3. The composition of the small groups was appropriate.

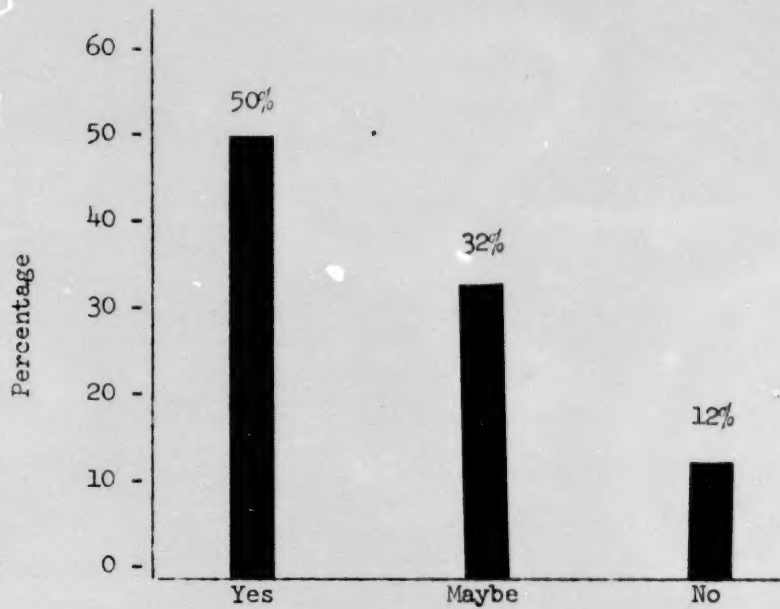


Mean = 3.76

3. B. Nine percent of the participants said the workshop should have been 2 days. Sixty-four of the participants said that the workshop should have been between $2\frac{1}{2}$ to 3 days. Twenty-one percent of the participants said the workshop should be between $3\frac{1}{2}$ to 4 days. Many participants said that they would have preferred one evening session rather than stay for half a day Friday.

Figure 4

3. C. Should a Workshop Such as This Become a Regular Event?



Would You Personally Attend Such a Workshop?

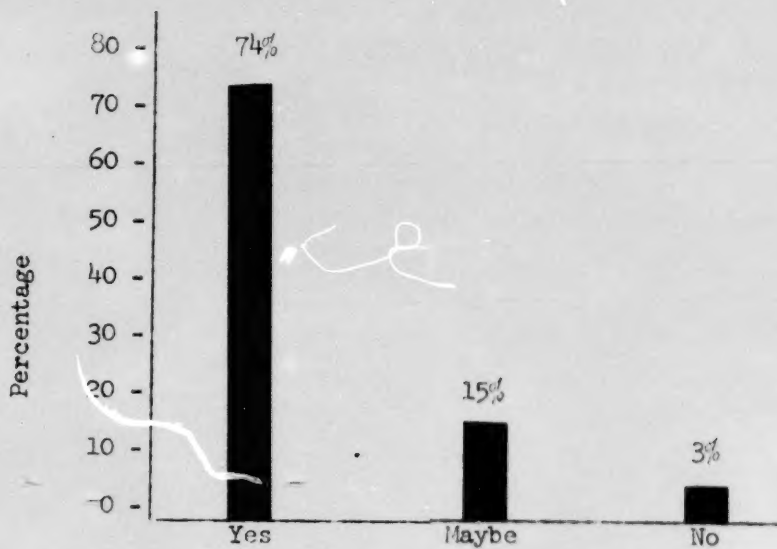


Figure 5

3. D. Overall Quality of Workshop



SUMMARY AND RECOMMENDATIONS

Summary by Workshop Objective

Workshop Objective 1 - Identify and clarify the most urgent needs, problems and potential solutions.

This objective will not be totally met until the final report is completed. The workshop topics did identify important needs as perceived by the participants. The small group reports did begin to identify potential solutions.

Workshop Objective 2 - Provide a forum for the exchange of perceptions about the state of the art of vocational education in correctional institutions.

The workshop itself did provide a forum for the exchange of ideas and perceptions.

Workshop Objective 3 - Emphasize participatory interaction among the participants designed to obtain consensus.

The participants felt that they had an equal opportunity to contribute to the workshop. Many participants did feel that it would have been a better strategy to change the composition of the small groups each time. They said that by "mixing" the small groups this would have promoted a more active exchange of ideas and viewpoints.

Workshop Objective 4 - Identify and utilize the top leaders in the field of corrections and vocational education.

Many of the leaders in the fields of corrections and vocational education were present. Eighteen percent of the participants said that they could actually authorize and implement the changes suggested in the workshop. Some participants did say that there should have been more policy making people from corrections especially. Some people felt that key individuals did make presentations, however their input into the workshop went no further.

Although 18 percent of workshop participants said that they could authorize and implement change, 72 percent of the participants said that half of the participants or less of those present at the workshop could actually authorize and implement change. Therefore, the participants present at the workshop did not feel that those persons who were really key decision makers attended the workshop. One factor leading to this was that another international conference on corrections was held at the same time as this workshop. Possibly, better coordination between workshop planners should emerge.

Workshop Objective 5 - Develop a plan of action which acknowledges the state of the art, identifies urgent needs and problems, identifies alternative solutions, specifies potential resources, and makes specific recommendations.

This plan of action will in effect be the final report.

Sections 13, 14, and 15

The responses requested in these sections seemingly did not apply to this section.

Section 16: Participant Characteristics

The Workshop participants and presenters were selected, as the proposal indicated, because of their professional role and/or interest in vocational education in corrections. They represented both education and criminal justice organizations; yet, they had a common objective--to develop a plan of action for improving the role of vocational educators in correctional institutions. They were successful in this effort.

The 71 participants included leaders from correctional associations such as the American Correctional Association, the National Institute of Corrections, the Law Enforcement Assistance Administration, the Federal Bureau of Prisons, the Correctional Education Association, and numerous state departments of corrections. Leaders in education responding to this need represented organizations such as the American Vocational Association, several state departments of education and professionals in correctional education, and the National Advisory Council for Vocational Education. These leaders and practitioners, who are enumerated in the following pages, hailed from 41 states, in addition to Washington, D.C. and Canada.

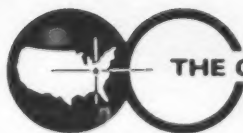
APPENDIX
EVALUATION FORMS

EVALUATION OF THE WORKSHOP
FOR IMPROVING VOCATIONAL EDUCATION
IN CORRECTIONAL INSTITUTIONS

FINAL EVALUATION

It is important that you complete this evaluation form. The information that you provide can help the workshop staff provide feedback to the funding source concerning the quality of the workshop. Your opinions and suggestions will also help the workshop staff plan any future workshops in the area of vocational education in correctional institutions. Please complete this questionnaire by providing the appropriate responses in Section I: Workshop Topics and Small Group Reports, Section II: Participant Involvement, and Section III: General Information.

Thank you for your cooperation.



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SECTION I: WORKSHOP TOPICS AND SMALL GROUP REPORTS

A. TOPICS

A major focus of this workshop was to discuss important needs and problems in vocational education in correctional institutions. Following a phone survey and meetings of the workshop planning committee, the highest ranked problems in vocational education in correctional institutions were categorized into the four workshop topics. Now it is important that we get feedback from you concerning these topics.

DIRECTIONS: The four workshop topics are listed in the chart below. We ask that you rate each topic according to the extent to which you agree or disagree with the statements under APPROPRIATENESS and ADEQUACY. Simply check ☒ the box that represents your opinion using this scale:

SA ☐	A ☐	? ☐	D ☐	SD ☐
Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

WORKSHOP TOPICS	APPROPRIATENESS OF TOPICS The topic was relevant and important.	ADEQUACY OF PRESENTATION The presentation for this topic provided sufficient background for developing objectives and strategies.	GENERAL COMMENTS Describe any ways the topics, presentations or reports could have met your needs better.
1. "How do we develop the role of Vocational Education in corrections?"	SA A ? D SD ☐ ☐ ☐ ☐ ☐	SA A ? D SD ☐ ☐ ☐ ☐ ☐	
2. "How do we meet the needs of students?"	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	
3. "How do we develop realistic programs?"	☐ ☐ ☐ ☐ ☐	☐ ☐ ☐ ☐ ☐	
4. "How do we develop cooperative approaches to vocational education in corrections?"	☐ ☐ ☐ ☐ ☐	37 ☐ ☐ ☐ ☐ ☐	43

B. SMALL GROUP REPORTS

The second focus of this workshop was to actually develop small group reports which identify some specific objectives and strategies for dealing with the needs/problems.

DIRECTIONS: Using the same agree-disagree scale that you did with the chart, please record (☒) your opinions about the following statement; do so in terms of the PRACTICALITY and USEFULNESS: (1) for you, (2) for other workshop participants, (3) for the field in general.

THE SMALL GROUP REPORTS RESULTED IN PRACTICAL AND USEFUL GUIDELINES FOR DEALING WITH THE PROBLEMS OF VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS:

(1) For you personally

(2) For other work-
shop participants

(3) For the field
in general

SA A ? D SD

☐ ☐ ☐ ☐ ☐

SA A ? D SD

☐ ☐ ☐ ☐ ☐

SA A ? D SD

☐ ☐ ☐ ☐ ☐

Comments: Please provide your comments/suggestions. (If such were the case, state why the small group reports were not practical and useful.)

SECTION II: PARTICIPANT INVOLVEMENT

A goal of the workshop was to bring together a diverse group of key individuals interested in bringing about positive change in vocational education in correctional institutions. It was hoped that many of these individuals would be directly involved in implementing some of the strategies discussed in the workshop.

1. Given the above intent, to what extent are you in a position to bring about many of the changes called for in the workshop?

☐ I can authorize and implement changes.
☐ I can suggest changes and they will probably occur.
☐ I can suggest changes but they might not occur.
☐ I have little direct control over such changes.
☐ Other (please specify) _____

2. What proportion of the workshop participants do you feel are in a position to bring about the changes called for in the workshop?

☐ About 10 percent or less
☐ About 1/3
☐ About 1/2
☐ About 2/3
☐ Nearly all

3. If any, what other types of people do you feel should have attended the workshop?

4. What next steps do you think you will take as a result of having attended the workshop?

SECTION III: GENERAL INFORMATION

This section of the questionnaire deals with your general feelings about the workshop.

1. What are your candid opinions about the extent to which?

	SA	A	?	D	SD
a. There were opportunities for everyone to fully participate.	☐	☐	☐	☐	☐
b. Each of the small groups was given as equal opportunity to contribute to the workshop.	☐	☐	☐	☐	☐
c. The composition of the small groups was appropriate.	☐	☐	☐	☐	☐

2. How many days do you feel this workshop should have been to be effective?

_____ days

3. List three outcomes or benefits you received by attending the workshop?

- a. _____
- b. _____
- c. _____

4. a. Should a workshop such as this become a regular annual event?

_____ Yes _____ Maybe _____ No

Comment: _____

b. Would you personally want to attend such a workshop?

_____ Yes _____ Maybe _____ No

Comment: _____

5. Overall, how would you rate the quality of the workshop?

☐	Excellent
☐	Good
☐	Fair
☐	Poor

6. What suggestions do you have for improving the workshop?

DAILY FEEDBACK

TUESDAY, OCTOBER 28, 1975

How useful were the following activities:

	Very Useful	Useful	Somewhat Useful	Not Useful
1. First General Session	☐	☐	☐	☐
2. Topic I Presentation	☐	☐	☐	☐
3. Reactors	☐	☐	☐	☐
4. Small Group Workshop Session	☐	☐	☐	☐

Your daily comments on the following items will help the workshop staff improve the workshop as it progresses.

1. What aspects of today's session was of most interest to you?

2. How could today's session have been improved?

DAILY FEEDBACK

WEDNESDAY, OCTOBER 29, 1975

How useful were the following activities:

	Very Useful	Useful	Somewhat Useful	Not Useful
1. Topic I Small Group Reports	☐	☐	☐	☐
2. Topic II Presentation	☐	☐	☐	☐
3. Topic II Reactors	☐	☐	☐	☐
4. Small Group Workshop Sessions	☐	☐	☐	☐
5. Topic II Small Group Reports	☐	☐	☐	☐
6. Topic III Presentations	☐	☐	☐	☐
7. Topic III Reactors	☐	☐	☐	☐
8. Tour of CVE	☐	☐	☐	☐

Your daily comments on the following items will help the workshop staff improve the workshop as it progresses.

1. What aspects of today's session was of most interest to you?

2. How could today's session have been improved?

DAILY FEEDBACK

THURSDAY, OCTOBER 30, 1975

How useful were the following activities:

	Very Useful	Useful	Somewhat Useful	Not Useful
1. Small Group Workshop Sessions	☐	☐	☐	☐
2. Topic III Small Group Reports	☐	☐	☐	☐
3. Topic IV Presentation	☐	☐	☐	☐
4. Topic IV Reactors	☐	☐	☐	☐
5. Small Group Workshop Sessions	☐	☐	☐	☐
6. Topic IV Small Group Reports	☐	☐	☐	☐

Your daily comments on the following items will help the workshop staff improve the workshop as it progresses.

- What aspects of today's session was of most interest to you?

- How could today's session have been improved?
